

Children's Voices in Bromley 2021 to 2022: Thematic review

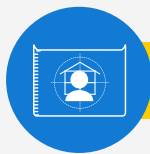
Children with special educational needs and disabilities



In Bromley we actively seek to hear the voice of our children and that of their parents and families in everything that we do.

Our Children and Young People's Plan for 2021 to 2024 includes a clear priority regarding 'engaging with children, young people and families' with a simple action focused on ensuring the full engagement of all service users in improving and shaping services, and in the commissioning of new services.

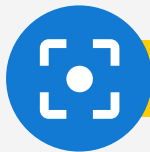
To support us to achieve this priority, we have embedded our user voice framework since November 2018 which is shaped around five clear promises:



Promise 1 - You will be able to influence how we support you



Promise 2 - You will be able to influence our processes and systems



Promise 3 - You will be able to influence 'Bromley the place'



Promise 4 - We will involve and engage with your support network



Promise 5 - We will build our own skills and improve our learning

Over the past few years, we have produced a regular report to provide a summary of some of the key highlights of our engagement activity during the previous few months. Those reports provided an illustration of some of the methods that the Council and our partners are using to give children and their families a voice.

This report takes a different approach. It is the first thematic review focused on showcasing the good practice that is happening in our services for children who have special educational needs and disabilities (or SEND for short) and their parents and carers.

The aim of this approach is to spark a discussion and to encourage other service areas to consider how the 'You said, we did' approach can be used to illustrate the impact of the child's voice in their own services.

We would welcome any feedback or contributions for the next issue. Simply email them to engagement@bromley.gov.uk.

Michael Watts

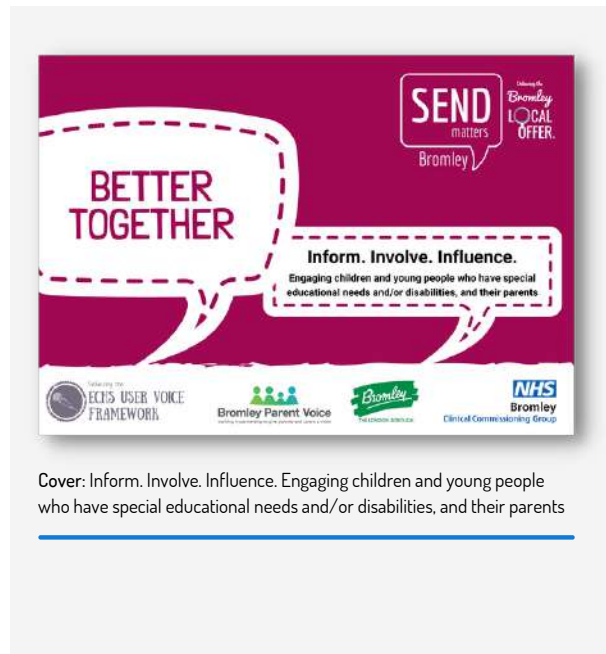
Engagement Strategy Manager
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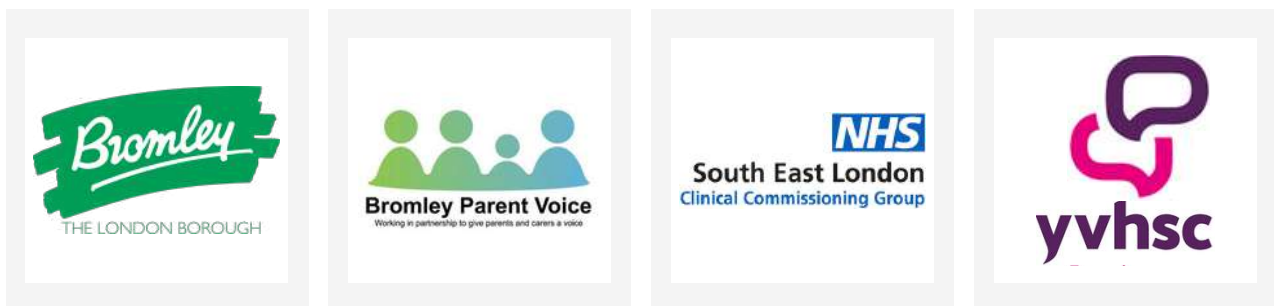
The approach

In March 2019 the SEND Governance Board published a specific framework for how our services can engage with children who have SEND – called Inform. Involve. Influence.

Inform. Involve. Influence. describes ways of working which engage children and their parents and carers in discussions and decisions relating to them, shaping the services they need. The framework was informed by our User Voice Framework along with the engagement principles underpinning the Children and Families Act 2014.



Since the Inform. Involve. Influence. framework was implemented, the SEND Governance Board has received a quarterly 'You said, we did' report from the Council's Children, Young Person and Parent SEND Lead. The quarterly report provides a holistic overview of the impact of engagement activities across:



These reports are shared publicly on the Council's website (within the Local Offer section) – go to bromley.gov.uk/localoffersshareyourviews.

The reports are further supported by a 'storybook' of the impact – a one page poster which can quickly and easily share the key messages.

This approach helps to collate the impact of the engagement in real time and illustrates the difference that the voice of our children and their families have made. This helps to foster a culture of openness and positive engagement where our residents feel that it is worth taking the time to share their thoughts.

The impact

Over the past year the voice of the child and their families has had a direct impact on numerous service developments – both large scale and individual casework.

Below are 10 examples of this impact:

Impact 1 – Changing Places toilet



You said...

Families of disabled children who require specialist toileting facilities are struggling to access the local community and enjoy the same opportunities as their peers.



We did...

We have asked those who require specialist toileting facilities and their families where they would most like to see a new Changing Places toilet locally and what difference it would make. These views have informed our Expression of Interest which we have submitted to the Government for funding to build more registered Changing Places facilities in the borough.

Impact 2 – COVID-19 vaccinations



You said...

Some families have told us that they have concerns about the COVID-19 vaccination for those aged 12 to 15 years with specific underlying conditions.



We did...

We have worked with our partners to deliver the COVID-19 vaccination programme, including developing pop-up clinics at Riverside School, Marjorie McClure School and the Phoenix Centre.

We have published Frequently Asked Questions and co-produced Reasonable Adjustment Guides for health care practitioners and for parent and carers to make the COVID-19 vaccination experience as positive as possible.

Impact 3 – Speech therapy



You said...

You would like your child to be able to access speech and language therapy in a timely way.



We did...

We have held engagement sessions with parents and carers following the Speech and Language Therapy Review report undertaken by Better Communications Limited. This feedback is directly shaping and helping to design the joint Speech, Language and Communication Needs (SLCN) strategy and therapy offer.

Impact 4 – The annual review process



You said...

The Annual Review process can be confusing and inconsistent. Some families have told us that they feel 'left in the dark'.



We did...

We have introduced information sessions for parents and carers each term to help them to understand the Annual Review process and how they and their child can get involved.

Impact 5 – Equality and inclusion



You said...

Families from a Black, Asian and other ethnic heritage sometimes struggle to engage with the services that their child requires.



We did...

Through the Embracing Diversity Project we are listening to the experiences of individuals who are from a Black, Asian and other ethnic heritage and who have a child who has SEND. We are working with parents and carers to help to foster a wider understanding of cultural differences so that we can better engage with and tailor our support towards those families.

Impact 6 – Educational transition points



You said...

Starting school, moving to secondary school or college can be a worrying time for children who have SEND and their families.



We did...

We know that due to the pandemic planning the next steps for children who have SEND has not been straight forward. We have published new pages regarding 'Transition through Education' on the Local Offer website to help parents to plan for the next phase of their child's education.

Impact 7 – Specific Learning Difficulties (SpLD)



You said...

Some families have expressed concerns that children who have a specific learning difficulty, including dyslexia, may find it difficult to access the support that they need in school.



We did...

We have recently established a Specific Learning Difficulties (SpLD) strategy group. The strategy group is addressing several important issues including a more comprehensive Continued Professional Development (CPD) offer for all Bromley mainstream schools, which started in the Autumn Term 2021.

The aim is to develop professional confidence and competencies (including SENCOs, teachers and teaching assistants) and improve parental confidence and understanding in what schools can and should do as part of 'ordinarily available' SEN provision and the graduated approach to SpLD.

The SENCO Hub on the Bromley Education Matters has been expanded to offer more information, advice and guidance for those working in schools. This is supported by an interactive padlet of resources and information to support pupils who have SpLD.

Impact 8 – Annual health checks

You said...

Some families told us that when visiting their GP for a Learning Disability Annual Health Check for their children, their GP had been asking parents what their thoughts are regarding resuscitation in the event of being admitted to hospital with a serious (acute) health condition. You said that this had been upsetting and distressing for you and your family.

We did...

A message was sent out urgently to inform GPs that this question was not necessary for children who do not have a life-threatening condition and should not be asked.

We investigated this further and found some practices were using a new template to record the Learning Disability Health Check. The new template provides the opportunity to record the patient's thoughts on resuscitation (known as their Do Not Resuscitate status).

The software company responsible for this template have been contacted and they have agreed to reword the template so that it is clear to GPs that this question is not a mandatory question. This issue will also be included in any future training sessions for GP surgeries.

Impact 9 – Employment and training opportunities

You said...

You are concerned about employment and training opportunities for young people who have SEND.

We did...

We have launched our Increasing Employment Opportunities 100 day challenge which seeking to develop more employment opportunities for young people and adults with disabilities in Bromley.

Impact 10 – 0-25 Transformation project



You said...

You are worried about the future for your young person as they approach adulthood.



We did...

We have held engagement sessions with parents and carers as part of the 0-25 Transformation Project to understand how we can improve the pathway for preparing for adulthood from the age of 14.

We held a Transition Day in October 2021 and have a second event scheduled for April 2022 to inform and empower young people and their parents and carers.

We have created a new SEND Information Officer post from September 2021. Their role is to provide information and advice to young people and their families regarding preparation for adulthood.



The implementation

We know that it can be difficult to capture engagement outputs and outcomes in simple terms. Quite often the detail is required. It can also be quite daunting to sit down and think about how to define the impact.

To help with the process, we have developed the 'You said, we did cards'.

You Said – Capturing what you have learnt

Use the 'You Said' section to capture the summarised key messages from the engagement activity.

Try to use fewer than 20 words for this. Think about how you would describe your message to your family over the dinner table.

If you need more details, this can be in addition to the cards.

We Did – Capturing what you have done

Use the 'We Did' section to capture actions that you have taken to make improvements or changes.

Use the same approach as in You Said.

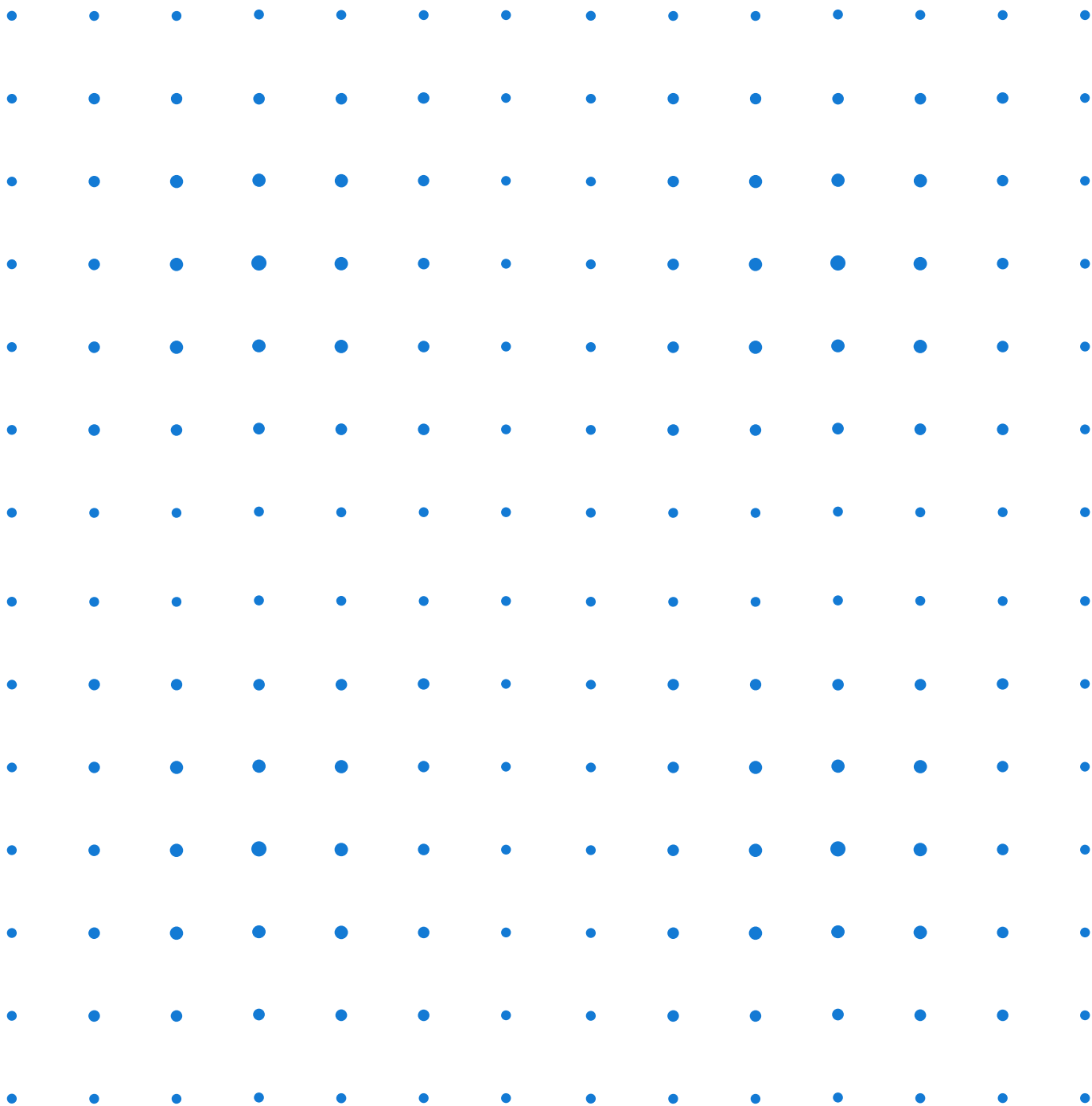
Sharing the learning

We would always encourage you to share your learning directly with those who took part as well as with the wider public and workforce. Our emerging 'The Child's Voice Hub' can help share the message across the CEB partners.



You said, we did capture cards: printable page

   You said, You told us... <small>Try to use use fewer than 20 words</small> ----- ----- -----	   You said, You told us... <small>Try to use use fewer than 20 words</small> ----- ----- -----
 we did. So we have... <small>Try to use use fewer than 20 words</small> ----- ----- -----	 we did. So we have... <small>Try to use use fewer than 20 words</small> ----- ----- -----
 THE LONDON BOROUGH	 THE LONDON BOROUGH
   You said, You told us... <small>Try to use use fewer than 20 words</small> ----- ----- -----	   You said, You told us... <small>Try to use use fewer than 20 words</small> ----- ----- -----
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BROMLEY
CHILDREN'S EXECUTIVE BOARD



www.bromley.gov.uk

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